The Elementary School Journal

published September, November, January, March, and May

by The University of Chicago Press with the Department of Education of the University of Chicago

Index to Volume 77

September, November, 1976 and January, March, May, 1977

Editor
Philip W. Jackson

Managing Editor
Josephine Costantino

The University of Chicago, Chicago, Illinois

Published
September, November, 1976
January, March, May, 1977
Copyright 1976, 1977, by The University of Chicago

Author Index

Alexander, J. Estill, and Theobald, John T.—An Auditory Cloze Procedure for Assessing the Difficulty Level of Teacher Instructional Talk in the Intermediate Grades, 388–94
Anderson, Douglas H., and Johnson, Lary —Identifying Educational Alternatives, 243–47
Aronin, Eugene L., and Yawkey, Thomas Daniels—Premises on Child Development: A Boon to the Elementary School, 33–41

Ball, Howard G.—What's in a Game? 42–49
Barnum, Phyllis Winet—Discrimination against the Aged in Young Children's Literature, 300–307
Beers, Carol Strickland, Grant, Karen, and Beers, James Wheelock—The Logic behind Children's Spelling, 238–42
Beers, James Wheelock, Beers, Carol Strickland, and Grant, Karen—The Logic behind Children's Spelling, 238–42
Berk, Laura E., and Lewis, Nancy G.—Sex Role and Social Behavior in Four School Environments, 204–17
Biskin, Donald S., and Hoskisson, Kenneth —An Experimental Test of the Effects of Structured Discussions of Moral Dilemmas Found in Children's Literature on Moral Reasoning, 407–16
Biskin, Donald S., Hoskisson, Kenneth, and Modlin, Marjorie—Prediction, Reflection, and Comprehension, 131–39
Brannigan, Gary G., Poston, Mary Anne, and Margolis, Howard—Modification of Impulsivity: Implications for Teaching, 231–37
Bredderman, Ted—Adoption of Science Programs—Another Look, 364–83
Brown, Arthur, and Craig, Robert P.—Grading Testing and Grading, 395–99

Church, Kenneth R.—Children's Exercise: Facts and Fiction, 110–15
Craig, Robert P., and Brown, Arthur—Grading Testing and Grading, 395–99

Downing, John—How Society Creates Reading Disability, 274–79

Fitt, Sally—Bridging the Gap between Humanism and Behaviorism, 12–17
Fleming, Thomas, and Pedersen, K. George —Elementary Education: The Illusion of Change, 221–30
Fuson, Karen—Piagetian Stages in Causality: Children's Answers to "Why?" 150–58

Gagné, Ellen D., and Middlebrooks, M. Selma—Encouraging Generosity: A Perspective from Social Learning Theory and Research, 280–91
Gay, Carol—Reading Aloud and Learning To Write, 87–93
Georgiady, N. P.—Blue-Collar Careers? Why Not? 116–24
Godwin, Douglas C.—The Bilingual Teacher Aide: Classroom Asset, 265–67
Goldman, Richard, and Lehane, Stephen —Oral History: Research and Teaching Tool for Educators, 173–81
Grant, Karen, Beers, James Wheelock, and Beers, Carol Strickland—The Logic behind Children's Spelling, 238–42
Groff, Patrick—The New Anti-Phonics, 323–32

Harrison, Marilyn—Class Achievement and the Background and Behavior of Teachers, 63–70
Havighurst, Robert J.—Human Characteristics and School Learning: Essay Review, 101–9
Hillman, Judith Stevinson—Occupational Roles in Children's Literature, 1–4
Hosey, Joseph Gerard—Oral Reading—Misused? 218–20
Hoskisson, Kenneth, and Biskin, Donald S.—An Experimental Test of the Effects of Structured Discussions of Moral Dilemmas Found in Children's Literature on Moral Reasoning, 407–16
Hoskisson, Kenneth, Modlin, Marjorie, and Biskin, Donald S.—Prediction, Reflection, and Comprehension, 131–39
Hyde, Elizabeth Meyers—A Behavioral Study of Maturity in Children of Elementary-School Age, 140–49

Jackson, Philip W.—An Editorial Statement, iv
Johnson, Dale, and Majer, Emily—Johnson's Basic Vocabulary: Words for Grades 1 and 2, 74–82
Johnson, Lary, and Anderson, Douglas H.—Identifying Educational Alternatives, 243–47

Kavanagh, Ellen—A Classroom Teacher Looks at Mainstreaming, 318–22
Kepler, Karen, and Randall, Jill Weinick—Individualization: The Subversion of Elementary Schooling, 358–63
Kinsler, Karen Taber, and Sinatra, Richard —Values Strategies in the Teaching of Reading, 159–64
Kirst, Nancy, and Vacc, Nicholas A.—Emotionally Disturbed Children and Regular Classroom Teachers, 308–17

Klein, Helen Altman—A Humanistic Behaviorism for Elementary Schools, 18–23
Kourilsky, Marilyn—The Kinder-Economy: A Case Study of Kindergarten Pupils' Acquisition of Economic Concepts, 182–91

Lehane, Stephen, and Goldman, Richard—Oral History: Research and Teaching Tool for Educators, 173–81
Lewis, Nancy G., and Berk, Laura E.—Sex Role and Social Behavior in Four School Environments, 204–17
Lundsteen, Sara W.—On Developmental Relations between Language-Learning and Reading, 192–203
Lunz, Mary E., and Walker, Virginia—Symbols, Fairy Tales, and School-Age Children, 94–100

McCarthy, Martha M.—The How and Why of Learning Centers, 292–99
McCartin, Rosemarie, Sebesta, Sam, and Ryckman, David B.—Do Structured Reading Programs Hamper Intellectual Development? 71–73
Majer, Emily, and Johnson, Dale—Johnson's Basic Vocabulary: Words for Grades 1 and 2, 74–82
Margolis, Howard, Brannigan, Gary G., and Poston, Mary Ann—Modification of Impulsivity: Implications for Teaching, 231–37
Mavrogenes, Nancy A.—The Effect of Elementary Latin Instruction on Language Arts Performance, 268–73
Melaragno, Ralph J.—Pupil Tutoring: Directions for the Future, 384–87
Middlebrooks, M. Selma, and Gagné, Ellen D.—Encouraging Generosity: A Perspective from Social Learning Theory and Research, 280–91
Modlin, Marjorie, Biskin, Donald S., and Hoskisson, Kenneth—Prediction, Reflection, and Comprehension, 131–39
Mohl, Raymond A.—Alice Barrows: Crusader for the Platoon School, 1920–40, 350–57

Niedermeyer, Fred C.—A Basis for Improved Instructional Leadership, 248–54

Oliver, Lin—The Reading Interests of Children in the Primary Grades, 400–406

Pedersen, K. George, and Fleming, Thomas—Elementary Education: The Illusion of Change, 221–30
Poston, Mary Anne, Margolis, Howard, and Brannigan, Gary G.—Modification of Impulsivity: Implications for Teaching, 231–37

Randall, Jill Weinick, and Kepler, Karen—Individualization: The Subversion of Elementary Schooling, 358–63
Roderick, Stephen A., and Weed, Ellen Shantz—How Shall We Evaluate the Open Classroom? 125–30
Ryckman, David B., McCartin, Rosemarie, and Sebesta, Sam—Do Structured Reading Programs Hamper Intellectual Development? 71–73

Sanders, Stanley G., and Wren, Jean P.—The Open-Space School—How Effective? 57–62
Sebesta, Sam, Ryckman, David B., and McCartin, Rosemarie—Do Structured Reading Programs Hamper Intellectual Development? 71–73
Silvern, Steven B., and Yawkey, Thomas Daniels—Kindergarten Goals and Contemporary Education, 24–32
Sinatra, Richard, and Kinsler, Karen Taber—Values Strategies in the Teaching of Reading, 159–64
Slobodin, Carol Schutz—Sputnik and Its Aftermath: A Critical Look at the Form and the Substance of American Educational Thought and Practice since 1957, 259–64
Swartz, Ronald—Responsibility, Reading, and Schooling, 5–11

Theobald, John T., and Alexander, J. Estill—An Auditory Cloze Procedure for Assessing the Difficulty Level of Teacher Instructional Talk in the Intermediate Grades, 388–94

Vacc, Nicholas A., and Kirst, Nancy—Emotionally Disturbed Children and Regular Classroom Teachers, 308–17

Wagner, B. J.—Alice Beck of Hubbard Woods: Portrait of a Kindergarten Teacher, 343–49
Walker, Virginia, and Lunz, Mary E.—Symbols, Fairy Tales, and School-Age Children, 94–100
Weed, Ellen Shantz, and Roderick, Stephen A.—How Shall We Evaluate the Open Classroom? 125–30
Wren, Jean P., and Sanders, Stanley G.—The Open-Space School—How Effective? 57–62

Yawkey, Thomas Daniels, and Aronin, Eugene L.—Premises on Child Development:A Boon to the Elementary School, 33–41
Yawkey, Thomas Daniels, and Silvern, Steven B.—Kindergarten Goals and Contemporary Education, 24–32

Zahorik, John A.—Learning Activities: The Objectives-Seeking Function, 50–56

Title and Subject Index

Achievement:
Class Achievement and the Background and Behavior of Teachers, Marilyn Harrison, 63–70
Human Characteristics and School Learning: Essay Review, Robert J. Havighurst, 101–9

Adoption of Science Programs—Another Look, Ted Bredderman, 364–83

The aged:
Discrimination against the Aged in Young Children's Literature, Phyllis Winet Barnum, 300–307

Alice Barrows: Crusader for the Platoon School, 1920–40, Raymond A. Mohl, 350–57

Alice Beck of Hubbard Woods: Portrait of a Kindergarten Teacher, B. J. Wagner, 343–49

Alternative schooling:
Identifying Educational Alternatives, Lary Johnson and Douglas H. Anderson, 243–47

Altruism:
Encouraging Generosity: A Perspective from Social Learning Theory and Research, Ellen D. Gagné and M. Selma Middlebrooks, 280–91

An Auditory Cloze Procedure for Assessing the Difficulty Level of Teacher Instructional Talk in the Intermediate Grades, John T. Theobald and J. Estill Alexander, 388–94

A Basis for Improved Instructional Leadership, Fred C. Niedermeyer, 248–54

Behavior modification:
Bridging the Gap between Humanism and Behaviorism, Sally Fitt, 12–17
A Humanistic Behaviorism for Elementary Schools, Helen Altman Klein, 18–23

A Behavioral Study of Maturity in Children of Elementary-School Age, Elizabeth Meyers Hyde, 140–49

The Bilingual Teacher Aide: Classroom Asset, Douglas C. Godwin, 265–67

Blue-Collar Careers? Why Not? N. P. Georgiady, 116–24

Bridging the Gap between Humanism and Behaviorism, Sally Fitt, 12–17

Career education:
Blue-Collar Careers? Why Not? N. P. Georgiady, 116–24
Occupational Roles in Children's Literature, Judith Stevinson Hillman, 1–4

Change:
Elementary Education: The Illusion of Change, K. George Pedersen and Thomas Fleming, 221–30

Character education:
Encouraging Generosity: A Perspective from Social Learning Theory and Research, Ellen D. Gagné and M. Selma Middlebrooks, 280–91

Child development:
Kindergarten Goals and Contemporary Education, Thomas Daniels Yawkey and Steven B. Silvern, 24–32
Premises on Child Development: A Boon to the Elementary School, Thomas Daniels Yawkey and Eugene L. Aronin, 33–41

Child-rearing:
Oral History: Research and Teaching Tool for Educators, Stephen Lehane and Richard Goldman, 173–81

Children's Exercise: Facts and Fiction, Kenneth R. Church, 110–15

Children's literature:
Discrimination against the Aged in Young Children's Literature, Phyllis Winet Barnum, 300–307
An Experimental Test of the Effects of Structured Discussions of Moral Dilemmas Found in Children's Literature on Moral Reasoning, Donald S. Biskin and Kenneth Hoskisson, 407–16
Occupational Roles in Children's Literature, Judith Stevinson Hillman, 1–4
Prediction, Reflection, and Comprehension, Donald S. Biskin, Kenneth Hoskisson, and Marjorie Modlin, 131–39
Reading Aloud and Learning To Write, Carol Gay, 87–93
The Reading Interests of Children in the Primary Grades, Lin Oliver, 400–406
Symbols, Fairy Tales, and School-Age Chil-

dren, Virginia Walker and Mary E. Lunz, 94–100

Class Achievement and the Background and Behavior of Teachers, Marilyn Harrison, 63–70

A Classroom Teacher Looks at Mainstreaming, Ellen Kavanagh, 318–22

Creative writing:
Reading Aloud and Learning To Write, Carol Gay, 87–93

Curriculum:
Sputnik and Its Aftermath: A Critical Look at the Form and the Substance of American Educational Thought and Practice since 1957, Carol Schutz Slobodin, 259–64

Discrimination against the Aged in Young Children's Literature, Phyllis Winet Barnum, 300–307

Discussion:
An Experimental Test of the Effects of Structured Discussions of Moral Dilemmas Found in Children's Literature on Moral Reasoning, Donald S. Biskin and Kenneth Hoskisson, 407–16
Prediction, Reflection, and Comprehension, Donald S. Biskin, Kenneth Hoskisson, and Marjorie Modlin, 131–39

Do Structured Reading Programs Hamper Intellectual Development? David B. Ryckman, Rosemarie McCartin, and Sam Sebesta, 71–73

Early education:
Alice Beck of Hubbard Woods: Portrait of a Kindergarten Teacher, B. J. Wagner, 343–49
The Kinder-Economy: A Case Study of Kindergarten Pupils' Acquisition of Economic Concepts, Marilyn Kourilsky, 182–91
Kindergarten Goals and Contemporary Education, Thomas Daniels Yawkey and Steven B. Silvern, 24–32

Economic education:
The Kinder-Economy: A Case Study of Kindergarten Pupils' Acquisition of Economic Concepts, Marilyn Kourilsky, 182–91

An Editorial Statement, Philip W. Jackson, iv

The Effect of Elementary Latin Instruction on Language Arts Performance, Nancy A. Mavrogenes, 268–73

Elementary Education: The Illusion of Change, K. George Pedersen and Thomas Fleming, 221–30

The emotionally disturbed:
A Classroom Teacher Looks at Mainstreaming, Ellen Kavanagh, 318–22
Emotionally Disturbed Children and Regular Classroom Teachers, Nicholas A. Vacc and Nancy Kirst, 308–17

Emotionally Disturbed Children and Regular Classroom Teachers, Nicholas A. Vacc and Nancy Kirst, 308–17

Encouraging Generosity: A Perspective from Social Learning Theory and Research, Ellen D. Gagné and M. Selma Middlebrooks, 280–91

Evaluation:
An Auditory Cloze Procedure for Assessing the Difficulty Level of Teacher Instructional Talk in the Intermediate Grades, John T. Theobald and J. Estill Alexander, 388–94
Grading Testing and Grading, Arthur Brown and Robert P. Craig, 395–99

An Experimental Test of the Effects of Structured Discussions of Moral Dilemmas Found in Children's Literature on Moral Reasoning, Donald S. Biskin and Kenneth Hoskisson, 407–16

Fairy tales:
Symbols, Fairy Tales, and School-Age Children, Virginia Walker and Mary E. Lunz, 94–100

Games:
What's in a Game? Howard G. Ball, 42–49

Generosity:
Encouraging Generosity: A Perspective from Social Learning Theory and Research, Ellen D. Gagné and M. Selma Middlebrooks, 280–91

Goals:
Kindergarten Goals and Contemporary Education, Thomas Daniels Yawkey and Steven B. Silvern, 24–32

Grading Testing and Grading, Arthur Brown and Robert P. Craig, 395–99

The How and Why of Learning Centers, Martha M. McCarthy, 292–99

How Shall We Evaluate the Open Classroom? Stephen A. Roderick and Ellen Shantz Weed, 125–30

How Society Creates Reading Disability, John Downing, 274–79

Human Characteristics and School Learning: Essay Review, Robert J. Havighurst, 101–9

Humanism:
Bridging the Gap between Humanism and Behaviorism, Sally Fitt, 12–17
A Humanistic Behaviorism for Elementary Schools, Helen Altman Klein, 18–23

A Humanistic Behaviorism for Elementary Schools, Helen Altman Klein, 18–23

Identifying Educational Alternatives, Lary Johnson and Douglas H. Anderson, 243–47

Improved instruction:
A Basis for Improved Instructional Leadership, Fred C. Niedermeyer, 248–54

Impulsivity:
Modification of Impulsivity: Implications for Teaching, Howard Margolis, Gary G. Brannigan, and Mary Anne Poston, 231–37

Individualization: The Subversion of Elementary Schooling, Karen Kepler and Jill Weinick Randall, 358–63

Inner-city schools:
The Effect of Elementary Latin Instruction on Language Arts Performance, Nancy A. Mavrogenes, 268–73

Innovation:
Elementary Education: The Illusion of Change, K. George Pedersen and Thomas Fleming, 221–30

Johnson's Basic Vocabulary: Words for Grades 1 and 2, Dale Johnson and Emily Majer, 74–82

Kent State:
Oral History: Research and Teaching Tool for Educators, Stephen Lehane and Richard Goldman, 173–81

Kindergarten:
Alice Beck of Hubbard Woods: Portrait of a Kindergarten Teacher, B. J. Wagner, 343–49
The Kinder-Economy: A Case Study of Kindergarten Pupils' Acquisition of Economic Concepts, Marilyn Kourilsky, 182–91
Kindergarten Goals and Contemporary Education, Thomas Daniels Yawkey and Steven B. Silvern, 24–32

The Kinder-Economy: A Case Study of Kindergarten Pupils' Acquisition of Economic Concepts, Marilyn Kourilsky, 182–91

Kindergarten Goals and Contemporary Education, Thomas Daniels Yawkey and Steven B. Silvern, 24–32

Language arts:
The Effect of Elementary Latin Instruction on Language Arts Performance, Nancy A. Mavrogenes, 268–73

Latin:
The Effect of Elementary Latin Instruction on Language Arts Performance, Nancy A. Mavrogenes, 268–73

Leadership:
A Basis for Improved Instructional Leadership, Fred C. Niedermeyer, 248–54

Learning Activities: The Objectives-Seeking Function, John A. Zahorik, 50–56

Learning centers:
The How and Why of Learning Centers, Martha M. McCarthy, 292–99

The Logic behind Children's Spelling, James Wheelock Beers, Carol Strickland Beers, and Karen Grant, 238–42

Mainstreaming:
A Classroom Teacher Looks at Mainstreaming, Ellen Kavanagh, 318–22
Emotionally Disturbed Children and Regular Classroom Teachers, Nicholas A. Vacc and Nancy Kirst, 308–17

Mastery learning:
Human Characteristics and School Learning: Essay Review, Robert J. Havighurst, 101–9

Maturity:
A Behavioral Study of Maturity in Children of Elementary-School Age, Elizabeth Meyers Hyde, 140–49

Modeling:
Encouraging Generosity: A Perspective from

Social Learning Theory and Research, Ellen D. Gagné and M. Selma Middlebrooks, 280–91

Modification of Impulsivity: Implications for Teaching, Howard Margolis, Gary G. Brannigan, and Mary Anne Poston, 231–37

Moral education:
An Experimental Test of the Effects of Structured Discussions of Moral Dilemmas Found in Children's Literature on Moral Reasoning, Donald S. Biskin and Kenneth Hoskisson, 407–16

The New Anti-Phonics, Patrick Groff, 323–32

Objectives:
Learning Activities: The Objectives-Seeking Function, John A. Zahorik, 50–56

Occupational Roles in Children's Literature, Judith Stevinson Hillman, 1–4

On Developmental Relations between Language-Learning and Reading, Sara W. Lundsteen, 192–203

Open education:
The How and Why of Learning Centers, Martha M. McCarthy, 292–99
How Shall We Evaluate the Open Classroom? Stephen A. Roderick and Ellen Shantz Weed, 125–30
The Open-Space School—How Effective? Stanley G. Sanders and Jean P. Wren, 57–62
Sex Role and Social Behavior in Four School Environments, Laura E. Berk and Nancy G. Lewis, 204–17

The Open-Space School—How Effective? Stanley G. Sanders and Jean P. Wren, 57–62

Oral History: Research and Teaching Tool for Educators, Stephen Lehane and Richard Goldman, 173–81

Oral Reading—Misused? Joseph Gerard Hosey, 218–20

Parents' preferences:
Identifying Educational Alternatives, Lary Johnson and Douglas H. Anderson, 243–47

Physical education:
Children's Exercise: Facts and Fiction, Kenneth R. Church, 110–15

Piagetian Stages in Causality: Children's Answers to "Why?" Karen Fuson, 150–58

Platoon school:
Alice Barrows: Crusader for the Platoon School, 1920–40, Raymond A. Mohl, 350–57

Prediction, Reflection, and Comprehension, Donald S. Biskin, Kenneth Hoskisson, and Marjorie Modlin, 131–39

Premises on Child Development: A Boon to the Elementary School, Thomas Daniels Yawkey and Eugene L. Aronin, 33–41

Pupil Tutoring: Directions for the Future, Ralph J. Melaragno, 384–87

Questions:
Prediction, Reflection, and Comprehension, Donald S. Biskin, Kenneth Hoskisson, and Marjorie Modlin, 131–39

Reading:
Discrimination against the Aged in Young Children's Literature, Phyllis Winet Barnum, 300–307
Do Structured Reading Programs Hamper Intellectual Development? David B. Ryckman, Rosemarie McCartin, and Sam Sebesta, 71–73
An Experimental Test of the Effects of Structured Discussions of Moral Dilemmas Found in Children's Literature on Moral Reasoning, Donald S. Biskin and Kenneth Hoskisson, 407–16
How Society Creates Reading Disability, John Downing, 274–79
The New Anti-Phonics, Patrick Groff, 323–32
Occupational Roles in Children's Literature, Judith Stevinson Hillman, 1–4
On Developmental Relations between Language-Learning and Reading, Sara W. Lundsteen, 192–203
Oral Reading—Misused? Joseph Gerard Hosey, 218–20
Prediction, Reflection, and Comprehension, Donald S. Biskin, Kenneth Hoskisson, and Marjorie Modlin, 131–39
Reading Aloud and Learning To Write, Carol Gay, 87–93
The Reading Interests of Children in the Primary Grades, Lin Oliver, 400–406
Responsibility, Reading, and Schooling, Ronald Swartz, 5–11
Symbols, Fairy Tales, and School-Age Chil-

dren, Virginia Walker and Mary E. Lunz, 94–100
Values Strategies in the Teaching of Reading, Richard Sinatra and Karen Taber Kinsler, 159–64

Reading Aloud and Learning To Write, Carol Gay, 87–93

The Reading Interests of Children in the Primary Grades, Lin Oliver, 400–406

Responsibility, Reading, and Schooling, Ronald Swartz, 5–11

Science:
Adoption of Science Programs—Another Look, Ted Bredderman, 364–83
Sputnik and Its Aftermath: A Critical Look at the Form and the Substance of American Educational Thought and Practice since 1957, Carol Schutz Slobodin, 259–64

Sex Role and Social Behavior in Four School Environments, Laura E. Berk and Nancy G. Lewis, 204–17

Sex-role stereotyping:
Occupational Roles in Children's Literature, Judith Stevinson Hillman, 1–4

Social learning:
Encouraging Generosity: A Perspective from Social Learning Theory and Research, Ellen D. Gagné and M. Selma Middlebrooks, 280–91
Sex Role and Social Behavior in Four School Environments, Laura E. Berk and Nancy G. Lewis, 204–17

Spelling:
The Logic behind Children's Spelling, James Wheelock Beers, Carol Strickland Beers, and Karen Grant, 238–42

Sputnik and Its Aftermath: A Critical Look at the Form and the Substance of American Educational Thought and Practice since 1957, Carol Schutz Slobodin, 259–64

Supervision:
A Basis for Improved Instructional Leadership, Fred C. Niedermeyer, 248–54

Symbols, Fairy Tales, and School-Age Children, Virginia Walker and Mary E. Lunz, 94–100

Teacher aides:
The Bilingual Teacher Aide: Classroom Asset, Douglas C. Godwin, 265–67

Teacher education:
Blue-Collar Careers? Why Not? N. P. Georgiady, 116–24
A Classroom Teacher Looks at Mainstreaming, Ellen Kavanagh, 318–22
Emotionally Disturbed Children and Regular Classroom Teachers, Nicholas A. Vacc and Nancy Kirst, 308–17

Teachers:
Class Achievement and the Background and Behavior of Teachers, Marilyn Harrison, 63–70
A Classroom Teacher Looks at Mainstreaming, Ellen Kavanagh, 318–22
Emotionally Disturbed Children and Regular Classroom Teachers, Nicholas A. Vacc and Nancy Kirst, 308–17

Teachers' talk:
An Auditory Cloze Procedure for Assessing the Difficulty Level of Teacher Instructional Talk in the Intermediate Grades, John T. Theobald and J. Estill Alexander, 388–94

Testing:
An Auditory Cloze Procedure for Assessing the Difficulty Level of Teacher Instructional Talk in the Intermediate Grades, John T. Theobald and J. Estill Alexander, 388–94
Grading Testing and Grading, Arthur Brown and Robert P. Craig, 395–99

Tutoring:
Pupil Tutoring: Directions for the Future, Ralph J. Melaragno, 384–87

Values Strategies in the Teaching of Reading, Richard Sinatra and Karen Taber Kinsler, 159–64

Vocabulary:
Johnson's Basic Vocabulary: Words for Grades 1 and 2, Dale Johnson and Emily Majer, 74–82

What's in a Game? Howard G. Ball, 42–49

In Review

Author Index
Bloom, Benjamin S., Human Characteristics and School Learning, 101–9
Reviewer, Robert J. Havighurst

Title Index
Human Characteristics and School Learning, by Benjamin S. Bloom, 101–9
Reviewer, Robert J. Havighurst

From the Publishers

83–85, 165–72, 255–57, and 333–41